

# Stebon Primary School

The Burdett Estate, London, E14 7AD

**Inspection dates** 8–9 July 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Improvements in teaching have led to a significant rise in pupils' achievement since the previous inspection.
- Children in the Early Years Foundation Stage progress exceptionally quickly. Their attainment is well above average by the end of the Reception Year.
- Progress is at least good in Years 1 to 6. Many pupils in the current Year 6 have made excellent progress this year in reading, writing and mathematics.
- Behaviour is good and pupils feel safe in school.
- The introduction of more exciting learning opportunities has increased pupils' enthusiasm for school. This has resulted in a rapid improvement in attendance and in the way pupils behave.
- The headteachers, ably supported by other leaders and managers, have been highly effective in raising achievement and improving teaching.
- The governing body makes a strong contribution to school improvement. Its members share the two headteachers' ambition and high expectations for the school.

### It is not yet an outstanding school because:

- While an increasing amount of teaching is outstanding, there is not enough to enable all classes to make progress as rapidly as they might.
- In a few instances, teachers do not always provide the right level of challenge for all pupils.
- There are too few regular opportunities for pupils to write at length in Years 1 to 6.
- Teachers do not all make sure that pupils present their books neatly or ensure that they always follow the advice in their marking.

## Information about this inspection

- The inspection team visited 31 lessons. Most lesson observations were carried out jointly with members of the senior leadership team. Two assemblies were observed and an inspector listened to the reading of some pupils in Year 1.
- Meetings were held with: the two headteachers, the deputy headteacher, the assistant headteachers and some other staff; with the Chair of the Governing Body and three other governors; and with a group of pupils. The lead inspector spoke by telephone with a representative of the local authority.
- There were too few responses to the online inspection questionnaire, Parent View, for these to be taken into account. The inspection team considered the 34 completed staff questionnaires.
- Inspectors looked at the school's work and at key documentation, including: records of pupils' attainment and progress; pupils' books; and checks on teachers' work. They also looked at records of pupils' behaviour and at the school's procedures for safeguarding pupils.

## Inspection team

Margaret Goodchild, Lead inspector	Additional Inspector
Avtar Sherri	Additional Inspector
Penny Spencer	Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils from minority ethnic backgrounds is high. Nearly all pupils are of Bangladeshi heritage and speak English as an additional language. Most children join the school speaking little or no English.
- The proportion of pupils for whom the school receives the pupil premium is well above average. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average. The proportion of pupils supported at school action plus or with a statement of special educational needs is slightly above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The two headteachers also jointly lead Bygrove Primary School, in Tower Hamlets, which is a training school and was found to be outstanding at its previous Ofsted inspection. The two schools work in close partnership.
- Since the previous inspection, there have been a number of staff changes and the governing body has taken over the governance role from the interim executive board.

### What does the school need to do to improve further?

- Improve teaching to accelerate progress further by making sure that:
  - teachers always provide the right level of challenge for all pupils
  - pupils have more regular opportunities to write at length in Years 1 to 6
  - teachers always communicate high expectations for the way pupils present their work
  - pupils use the advice in teachers' marking to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has risen significantly since the previous inspection and there has been a distinct increase in the rate of pupils' progress.
- Children join the Early Years Foundation Stage with levels of skills that are low compared with those typical for their age. They progress extremely quickly and their attainment is now well above average by the end of the Reception Year.
- From the Nursery onwards, children in the Early Years Foundation Stage make rapid progress in learning about phonics (the sounds that letters make), in forming their letters and using numbers. They make equally good progress in other areas of learning and develop a great deal of confidence as learners.
- Results in the Year 1 screening check on pupils' knowledge of phonics have been broadly average for the last two years. Attainment at the end of Year 2 has shown gradual improvement and was broadly average in 2013. This indicated good progress because these pupils moved up to Year 1 with attainment that was well below that found nationally.
- Pupils currently in the school are making good or better progress in all year groups in English and mathematics. Many pupils in the current Year 6 have made excellent progress this year in reading, writing and mathematics.
- Attainment at the end of Year 6 was significantly above average in mathematics and English grammar, punctuation and spelling in 2013. It was average in writing but below average in reading.
- The rise in achievement this year in reading has been the result of immediate action taken by leaders following the 2013 tests. They improved reading areas in classrooms, bought a set of books for playtime reading and introduced a new reading scheme that has rapidly increased pupils' engagement in reading.
- Pupils for whom the school receives additional funding make at least as much progress as their classmates because the school uses the funding wisely. At the end of Year 6 in 2013, they were half a term ahead of the rest of their class in mathematics, two terms ahead in reading and one and a half terms ahead in writing.
- Disabled pupils and those who have special educational needs make good progress overall. The school employs a speech and language therapist for three days a week who supports pupils and trains teaching assistants to work with small groups. A variety of specialised approaches supports the learning of individual pupils.
- The most able pupils make good progress and produce a good amount of work. The proportion of pupils reaching higher levels at the end of each key stage is increasing.
- As nearly all pupils are of Bangladeshi heritage, there are too few pupils from other backgrounds to compare their achievement without identifying individuals. Pupils at early stages of learning English as an additional language, some of whom join during Key Stages 1 and 2, make rapid progress.
- On occasions, teachers do not make sure that pupils have work throughout a lesson that provides the right level of challenge for everyone. When this happens, it slows some pupils' progress. The books of less-able pupils show that work is sometimes unfinished when it is too difficult.
- Pupils write regularly in a range of subjects and produce some lengthy pieces of work. However, teachers do not provide opportunities to write at length as often as they might to develop pupils' skills in developing and expressing their ideas.

**The quality of teaching is good**

- The quality of teaching has improved since the previous inspection. Pupils' work, the school's own records and lesson observations show that it is typically at least good with an increasing amount that is better.
- All the classrooms provide a wealth of stimulating displays linked to topics pupils are studying. They are rich with examples of pupils' work and prompts to support their learning. The corridors celebrate pupils' achievement and raise their self-esteem, with large-scale photographs of pupils engaging successfully in learning activities.
- Teaching is outstanding in the Early Years Foundation Stage. Children learn in an exciting environment, rich with pictures and print. Learning through play is combined with systematic and effective teaching of basic skills. In a phonics session in the Nursery, the teacher's expectations were exceptionally high and children listened intently to her questions. They performed well ahead of expectations for their age and were able to read a series of words aloud when the teacher pointed to them. Several three year olds knew that a full stop must come at the end of a sentence.
- Similarly high expectations were evident in a mathematics lesson in Year 2, where pupils made rapid progress in learning to tell the time. The teacher provided tasks with just the right level of challenge. The most-able pupils worked with the teacher, creating their own train timetables. They had to take into account the fact that some trains were late and others did not stop at all stations. The rest of the class used plastic clock faces to help in completing a series of tasks at different levels of difficulty.
- Throughout the school, there is a purposeful atmosphere in lessons and teachers have good subject knowledge. Teachers and many teaching assistants are skilled in the way they question pupils and promote their language development. They make sure that pupils have good opportunities to develop their speaking and listening skills.
- Assessment arrangements in the Early Years Foundation Stage are very thorough. The school has increased the accuracy of assessment at Key Stage 1 since the previous inspection to make sure progress measures from the end of Year 2 to the end of Year 6 are accurate.
- A particular strength throughout the school is the way teachers provide verbal advice and feedback to pupils to help move their learning on. There are many examples, too, of teachers providing useful guidance when they mark pupils' books. Sometimes, pupils reply to teachers' comments and take action to improve their work. This is not always the case, however, and pupils do not always take notice of helpful marking.
- Some pupils take great pride in the way they present their work. However, teachers do not all set high expectations for presentation and there is some minor variation between classes in the neatness of pupils' books.

**The behaviour and safety of pupils are good**

- The behaviour of pupils is good. They are polite and helpful, and their positive attitudes to learning help them to make good progress. The school is a harmonious community and relationships between pupils and between pupils and staff are good. There is no sign of any discrimination.
- There have been improvements since the previous inspection in the school's systems for managing behaviour and pupils recognise that behaviour has improved. They are clear about the systems of rewards and sanctions and are proud of their school.
- Behaviour is exceptional in the Early Years Foundation Stage. Children quickly become familiar with the routines and the staff manage their behaviour extremely well. Children are very motivated and readily become engrossed in activities. They play happily together, gain in confidence and soon come to see themselves as capable learners.
- In some lessons, pupils in Years 1 to 6 conduct themselves particularly well and show a genuine thirst for knowledge. They listen carefully, eagerly contribute their ideas and take part animatedly in discussions. Pupils follow teachers' instructions readily and usually apply

themselves well to their work.

- When tasks do not offer the right level of challenge, however, a few pupils chat occasionally rather than asking the teacher for help or tackling something more difficult. Younger pupils are sometimes reluctant to line up after break and occasionally, a small minority of older pupils, particularly girls, are passive and slow to contribute their ideas in class.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school and they learn about how to keep themselves safe, including when using the internet. Pupils know about different types of bullying but say that bullying is rare and that there is no racism. The school has robust systems for recording and checking on any incidents.
- The attendance rate has improved significantly since the previous inspection and is now above average.

## **The leadership and management** are outstanding

- The headteachers and governors are highly ambitious for the school. Their quest for excellence has led to strong improvement since the previous inspection. An outstanding commitment by all the staff to making the school as good as possible means that it is exceptionally well placed to improve further.
- Senior leaders have an in-depth understanding of the school's performance. They analyse information about pupils' attainment and progress in great detail. They use the findings to make sure all pupils have equal opportunities and to identify what needs to be developed next.
- The headteachers are rigorous in managing teachers' performance and this is one of the main reasons why teaching and pupils' achievement have improved. Since the previous inspection, a focus on tackling weaknesses in teaching has resulted in 11 teachers leaving the school. They have been replaced by staff who are eager to develop their practice and contribute effectively to the typically good teaching.
- Leaders focus relentlessly on improving teaching and learning. There are regular detailed checks on teachers' work and excellent opportunities for them to undertake training. For example, all the staff with key leadership responsibilities have had five days training in how to evaluate teaching effectively.
- Through work with Bygrove Primary, the partner school, teachers have further opportunities to develop their skills. Senior leaders are involved in promoting improvement in other schools across the authority and the most effective teachers have begun to take part in this too. Teachers from Stebon Primary and Bygrove Primary schools are jointly involved in an 'outstanding teaching' programme.
- The leadership of the Early Years Foundation Stage is especially strong. Thorough systems are in place for tracking children's progress and arrangements for keeping parents and carers informed are excellent. The Early Years Foundation Stage leader carefully checks the work of other staff and models highly effective teaching in her own practice. She is continuously seeking to improve learning opportunities and introduce innovation where it will help children's progress.
- Other leaders with responsibilities for key stages, for subjects and other specific aspects of the school's work support the headteachers well. For example, the deputy headteacher, who is also the English leader, has driven improvements in literacy.
- There has been significant improvement in the subjects and topics taught since the previous inspection. The school does a great deal to raise pupils' aspirations and expand their horizons through exciting topics, educational visits and residential trips. It strongly promotes pupils' spiritual, moral, social and cultural development and provides a variety of events to celebrate cultural diversity.
- The school makes good use of its sports funding to improve pupils' health and well-being and develop their sporting skills. It is using the funding to introduce a new range of sports clubs, to improve lunchtime play equipment, to enter pupils in more competitions and to increase teachers' expertise.
- The school has listened closely to parents' and carers' views and provides a wealth of opportunities for them to be involved. It provides workshops for parents and carers in how to

support their children's learning in reading, phonics and mathematics. The home-school worker runs support groups for families who need particular help. There are classes in English as a second language and opportunities to get involved in social enterprise. The school is working with the local housing association to provide wireless internet connection for the local community so that pupils can continue their learning safely at home.

- The local authority has an accurate knowledge of the school's work. It holds regular progress meetings with senior leaders to see how the school is doing. However, it has not needed to make much additional input recently since it rightly recognises that the school is improving rapidly.

■ **The governance of the school:**

The governing body, whose key members were part of the interim executive board, has a very clear vision for the school. Governors have been closely involved in school development since the previous inspection and contributed strongly to decision making. They have been central to the school's work to build a trusting relationship with parents and carers. They bring a wealth of relevant expertise to their roles and work closely with school leaders and staff. All governors have had training in analysing achievement information and have a thorough understanding of the school's work, including the quality of teaching. They use this knowledge to hold senior leaders firmly to account. They know exactly how the additional pupil premium funding is used and check the impact it has on the progress of pupils for whom it is intended. They have provided strong support to senior leaders in tackling underperforming teachers and in making sure the most effective staff are suitably rewarded. They keep careful control of the school's finances and make sure that statutory requirements are met, including those for safeguarding pupils.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	100922
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	442121

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Sherratt
<b>Headteacher</b>	Jo Franklin and Jeremy Iver
<b>Date of previous school inspection</b>	12 September 2012
<b>Telephone number</b>	020 7987 4237
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